### Improving Rhode Island's Public Schoolhouses



# NECESSITY OF SCHOOL CONSTRUCTION STAGE I - INFORMATION AND INSTRUCTIONS

School Building Authority
Rhode Island Department of Education

8/11/2015; Addendum 1: 10/16/2015

The State of Rhode Island is committed to providing high quality educational opportunities for all public school students. School facilities provide more than a place for instruction. The physical learning environment contributes to the successful performance of educational programs. (RIGL 16-105-1)

### **TABLE OF CONTENTS**

INTRODUCTION	3
NECESSITY OF SCHOOL CONSTRUCTION OVERVIEW	4
STAGE I APPLICATION	7
APPENDICES  Appendix A – Project Priorities  Appendix B – Initial Compliance Certification  Appendix C – School Building Committee Letter Template  Appendix D – School Siting Considerations  Appendix E – Sample School Capacity Calculations Guidelines	15

#### **INTRODUCTION**

In June 2015, the Rhode Island General Assembly created the School Building Authority (SBA) within the Rhode Island Department of Education. The establishment of the SBA heralded a several important changes in state support for school facilities. This guidance outlines the new process for submitting a Letter of Intent and Stage I application.

The Council on Elementary and Secondary Education (CESE) has the responsibility for determining the need for all school housing projects. This review of school housing projects serves two purposes: (1) qualification of the project for reimbursement under the state aid for Housing Program or School Building Authority Capital Fund; and (2) certifying to the General Assembly that the project is needed should the district require enabling legislation for a bond.

One of the most important changes resulting from the new legislation converts a previously rolling application process into an annual process. Beginning in 2015, the Council on Elementary and Secondary Education (CESE) will begin approving new necessity of school construction applications on an annual basis. The School Building Authority reviews and preliminarily approves a multi-stage application prior to presentation to the SBA Advisory Board (Advisory Board). Upon recommendation by the SBA Advisory Board, the SBA makes their recommendations to the CESE who have the final authority to approve or deny each application.

An additional important change is that the process of qualifying for housing aid is now competitive, as the CESE approves funding based on need and urgency. This guidance describes the criteria for funding in detail and helps ensure a fair and level playing field for all applicants.

We welcome all questions, which can be directed to the School Building Authority Staff.

#### **School Building Authority Staff:**

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#### NECESSITY OF SCHOOL CONSTRUCTION OVERVIEW

The School Building Authority has two distinct programs to assist LEAs as they fulfill their obligation to provide safe, healthy, and educationally appropriate school facilities for its students:

- 1. Fast Track Repair Program
- 2. Major Projects Program
- The multi-stage application process will follow the timeline and milestones below. Because this is an annual process, any LEA that misses the outlined milestones or otherwise cannot keep to the timeline outlines may be delayed to the next fiscal year. The Council will only consider projects once a year by June for both Programs. Major Projects typically take two years to prepare, submit, and advance to the Council.

#### Fast Track Repair Program

#### Step 1 – Letter of Intent (LOI)

- LEA LOI due September 15<sup>th</sup>
- SBA invitation to submit Stage I

#### Step 2 - STAGE I \*

- Due on or before November 16
- SBA authorization to proceed to Stage II
- Meeting with School Building Committee

#### Step 3 – STAGE II

- Due on or before March 15
- SBA issues preliminary approval
- SBA Advisory Board makes recommenddation

#### Step 4 – Council Approval

 Commissioner recommends project to Council of Elementary and Secondary Education for approval by June 2016

#### Step 5 – STAGE III

• RIDE design reviews at SD, DD, and CD

\*Once Statewide Schoolhouse Assessment (to be conducted in FY16) is complete, LEAs that are applying to the Fast Track Repair Program can use assessment data for Stage I to expedite process and save money.

#### **Major Projects Program**

#### Step 1 – Letter of Intent (LOI)

- LEA LOI due October 1<sup>st</sup>
- SBA invitation to submit Stage I
- Meeting with School Building Committee

#### Step 2 – STAGE I

- Submittal schedule agreed upon between SBA and LEA
- SBA authorization to proceed to Stage II
- Meeting with School Building Committee

#### Step 3 - STAGE II

- Submittal schedule agreed upon between SBA and LEA
- SBA issues preliminary approval
- SBA Advisory makes recommendation

#### Step 4 – Council Approval

 Commissioner recommends project to Council of Elementary and Secondary Education for approval

#### Step 5 – STAGE III

• RIDE design reviews at SD, DD, and CD

- Please note that because applications are no longer accepted on a rolling basis, it is critical that the above listed deadlines are met. Failure to meet the deadlines at any of the stages may result in projects not being approved that year.
- Additional information can be attached to the application as deemed necessary.

- The necessity of school construction process applies to all renovation projects, new additions, or new facilities seeking state aid. RIDE 1.00 applies to all new school construction and school renovations projects where the total cost exceeds \$500,000.
- **STAGE I & STAGE II SUBMISSION INFORMATION** please submit **an original and an electronic copy** of the application packages to:

Joseph da Silva, Ph.D., NCARB, REFP School Construction Coordinator / Architectural Design Reviewer School Building Authority Office of Statewide Efficiencies Rhode Island Department of Education 255 Westminster Street Providence, RI 02903

Phone - (401) 222-4294 Fax - (401) 222-2823

E-mail: joseph.dasilva@ride.ri.gov

			RIDE and STATE APPROVALS and SIGN OFFS	RIDE and STATE APPR
		With from SBA ommissioner dation to CESE	CESE Approval - With recommendation from SBA Advisory Board, Commissioner makes recommendation to CESE	
HOUSING AID REIMBURSEMENT – Projects funded by bonds or local capital reserves receive State reimbursement upon project completion			SBA Stage II Preliminary Approval – Considered by SBA Advisory Board	Authorization to move forward with Stage II
			State Agency Reviews  – DOA Planning;  RIHPHC; Commission on Disabilities	SBA Stage I Preliminary Approval -
DESIGN CONSTRUCTION COMPLETION	MOA	Council Approval	STAGE II DEVELOP SOLUTION	STAGE I IDENTIFY NEED
nesign dim construction.			Local Support – Stage Il must include School Committee and City Council Approvals	School Building Committee – Composed of City and School representatives
SBA CAPITAL FUND - Projects funded by School Building Authority Capital Fund receive progress payments during	of Agreement – Committee and	Memorandum of Agreement – Signed by School Committee and Superintendent	rintendent, School al Representative	Letter of Intent/Statement of Interest — Stage I — Signed by Superintendent, School Committee, and Municipal Representative (Mayor/City Council)
			nd SIGN OFFS	LOCAL APPROVALS and SIGN OFFS
FUNDING OPTIONS	ESS	TION PROC	NECESSITY OF SCHOOL CONSTRUCTION PROCESS	NECESSITY OF SC

# **NECESSITY OF SCHOOL CONSTRUCTION STAGE I**INFORMATION AND INSTRUCTIONS

#### **STAGE I APPLICATION**

Stage I Deadline for Fast Track Repairs: November 16, 2015

capacity per current use.

Stage I Deadline for Major Projects: To be set through collaboration between the SBA and LEA

The intent of Stage 1 is to define and verify the district's facilities need. The Stage 1 checklist and explanatory detail is provided below.

#### **STAGE I - CHECKLIST**

1. \_\_ <u>Statement of Interest & Project Justification</u> (see SOI checklist below)

Required Information: Name of Local Education Agency (LEA)
Executive Summary of Stage I application describing LEA facility conditions, recent capital improvements, status of existing approvals, issues to be addressed, and overview of Facility Master Plan.
The LEA must indicate whether the building will be a renovation of a current building, a major renovation, an addition, or construction of a new building.
Project Priorities - District must demonstrate perceived priority need in accordance with statute and identified school deficiencies are to be outlined along with demonstration of applicable category. (Appendix A)
Project Schedule
If the district is applying for High Performance Green School Status and the additional 2-4% reimbursement for energy efficiency pursuant to Section 1-12.2, this must be stated in the Necessity of Construction Application.
Statement of Interest must be signed by the Superintendent of Schools, School Committee Chair, and Municipal Representative
Initial Compliance Certification Form signed by the School Business Official, the Superintendent of School, and the Chair of the School Committee (see Appendix B). This is a prerequisite for review – applications that do not provide this form may not be reviewed.
Additional Information Required for Major Projects Program applications:  For Major Projects Program, provide description of educational facility planning process to be undertaken – including development of educational facility program specifications, an analysis of school facility capacities per current use, and financing mechanism anticipated. If applicable, also

provide projected capacity when delivering the LEAs educational program if it differs from the

\_\_\_ For Major Projects Program, provide proposed detailed schedule for educational facility planning process, including major milestones such as local approvals and submissions to RIDE

(Stage I, Stage II, and any other anticipated submissions). This will become the basis for the district's Major Projects submittal schedule.

- District map with highlighted educational facilities
   Include LEA Administrative Offices, school facilities, and physical education/ athletic fields.
- 3. \_\_\_ School Building Committee Members list and backgrounds (Use letter template Appendix C) Confirm School Building Committee membership and provide signed letter and table provided in Appendix C. The Committee can include additional members as necessary to comply with local or charter requirements; however the School Building Committee must include all members as outlined in the School Construction Regulations. This is a prerequisite for review applications that do not provide this form may not be reviewed.

#### 4. \_\_ District Asset Protection Plan

\_\_ District asset protection plans for three (3) years prior to application documenting spending on preventative maintenance, renovation, and adaptation. Any buildings to be modernized or renovated must include notes explaining actions taken by the district to ensure protection of physical assets.

The asset protection information submitted annually on e-RIDE can be used, however, it only partially satisfies the requirement. The complete asset protection plan must include a full analysis of the buildings current conditions, the need for repairs if any, the costs associated with the repairs, and the nature and cost of annual maintenance for each building. The asset protection plan and annual expenditures pursuant thereto must meet the following minimum requirements:

- a. All facilities and structures shall be maintained in a safe, sound, and energy efficient condition. All service equipment, means of egress, devices, and safeguards which are required by the state building code in a building or structure, when erected, altered, or repaired, shall be maintained in good working order;
- b. For each facility, the plan shall itemize anticipated annual expenditures for required maintenance;
- c. Capital maintenance expenditures shall be itemized and be consistent with the district's approved capital improvement plan; and
- d. The plan shall itemize costs for the replacement of all approved temporary facilities in the district with permanent structures.

#### \_\_ Certified Educational Facilities Manager credentials

RIDE 1.11-2 establishes minimum requirements for the employee who supervises buildings and grounds for school districts. Provide a resume and evidence of any building maintenance and/or operation certificates.

Confirm adoption of Indoor Air Quality Assessment & EPA "Tools for Schools"
Provide a copy of the resolution signed by school district requiring participation in an indoor environmental management plan, equivalent to US EPA's Tools For Schools (NECHPS Operations and Metrics Prerequisite 6.0 – Indoor Environmental Management Plan

#### 5. \_\_ Capital Facilities Improvement Plan

#### **Fast Track Repairs**

Districts submit five (5) year capital improvement plans so that an approval is only necessary once every five years. These plans should include projects that are truly an improvement to the existing facility and not related to maintaining the facility. For example, replacing the HVAC system is an approvable capital item while cleaning the air ducts is not. Furthermore, equipment purchases are not reimbursable as capital improvements. For example, computer purchases are not approvable capital items; however, the wiring and infrastructure changes necessary to upgrade the technology would be acceptable.

#### **Major Projects**

Provide a vision statement; define focus elements, expectations, aspirations and needs which influenced the recommendations for the improvement plan. List and describe each recommended project and plan execution order/priority. The plan should include school level, phase, location, grades housed, year built, total gross square footage site size, condition of school building, present enrollment, student capacity, capacity difference, suggested enrollment and square footage, proposed action, and proposed cost. The timeline for the improvement plan should outline capital costs plan per year with appropriate escalation factors. Consideration must be given for swing spaces and ability to finance.

Districts are required to have an approved current capital improvement plan on file at RIDE. Only projects included in the capital improvement plan will be eligible for approval. Capital Improvement Plan is a long-range plan, typically five years, which identifies capital needs in a district and provides a funding schedule and timeline for implementation. The capital improvement plan allows for systematic evaluation of all projects at one time so that a district can anticipate future needs. The capital improvement plan should not include routine maintenance expenses of the district but should include required upkeep of the facilities, including but not limited to, roof repairs, heating and ventilation system repairs, or window and door replacement.

#### 6. \_\_\_ Facilities Analysis (Comprehensive Facilities Assessment)

A facility analysis must be submitted. The Facility Analysis should list any deficiencies in the district's existing buildings. The Facility Analysis must be conducted by a licensed engineer and must include:

must include:
Inspection and analysis of the building envelope (roof, walls, glazing, foundation, floor/slab)
Inspection and analysis of the structural elements of the facility
Inspection and analysis of all mechanical systems, including condition, age, energy
efficiency, levels of ventilation, and compliance with American Society of Heating, Refrigerating,
and Air Conditioning Engineers (ASHRAE) standards
Inspection and analysis of the lighting system, including condition, age, energy efficiency
and lighting levels
Inspection and analysis of all controls including lighting controls and sensors, energy
management systems, emergency shutoffs
Inspection and analysis of all fire, safety and security systems including emergency plans
Analysis of the energy use (electric and heating and/or cooling) of the facility for at least the
last two years, a survey of the facility systems, and recommendations for improving energy

efficiency. The use of Energy Star Portfolio Manager or ComCheck software systems to

	benchmark the facility against other buildings or the Rhode Island Building Energy Code is highly encouraged.  The facility analysis must also include site, plumbing, technology, and code assessments.
	Submission must include diagrammatic Floor and Site Plans for each district facility.
7.	<ul> <li>District &amp; Community Demographics</li> <li>Provide comprehensive enrollment information, including but not limited to individual school capacities with current and projected enrollments. This study should analyze and take into account a wide range of variables such as population size, migration, births, deaths, age composition and distribution, school populations by race, housing property values, real estate transaction trends, and projections for charter public schools as well as non-public schools. The submitted projections should include a minimum of five years out, but ten (10) years are preferred.</li> <li> District Wide Existing &amp; Projected Enrollments by School</li> </ul>
	Community Data - projected populations and statistics; housing development statistics and analysis; immigration. In order to obtain a comprehensive understanding of district and community demographics, the analysis should also include: geographic statistics and analysis, ethnic/racial data, and private and charter school migrations.
8.	<ul> <li>Cross Districting Due Diligence</li> <li>Provide an analysis of potential economic and non-economic impact of leveraging cross-districting, which shall demonstrate that the district has considered district boundaries, other existing facilities, and population trends in determining the need and site of proposed projects.         <ul> <li>Neighboring District Demographics (District wide by School)</li> <li>Existing &amp; Projected Enrollments</li> <li>Minutes of Meeting/Correspondence with Neighboring Districts</li> <li>Analysis of Potential Economic and Non-economic Impact</li> <li>Individual School Student Capacities</li> </ul> </li> </ul>
9.	<ul> <li>Educational Program Due Diligence</li> <li>Existing School Capacities and Grade Configurations</li> <li>Approved Educational Program certified by School Committee</li> <li>Educational Program Needs Assessment</li> </ul>

#### 10. \_\_\_ Planning Activities

The intent of this section is to summarize project planning activities. This section will provide a description of the procurement process for any consultants assisting the district, an identification of the consultant team, and describe the planning meetings.

In addition, this section will describe the alternatives explored, historical implications of existing facilities, and the energy efficient and smart growth concepts considered. Failure to perform adequate research while planning may result in development of incomplete educational specifications, pursuit of a school construction project which does not address all of your needs, costly change orders during the course of construction, or insufficient local support for the project and defeat at referendum.

	Describe the project as options the planning	planning activities, including any activity by existing committees, as well team developed.
	existing building, please Regulations, the North applicable local and	<b>Program:</b> For projects considering a new site or an addition to an edescribe assessment of the proposed site per the School Construction least Collaborative for High Performance Schools protocol, and all state statutes and regulations, including the Industrial Property e Act. (See Appendix D for excerpts of school siting regulations and
	concepts with relation t and planning for new existing facilities and o	<b>Program:</b> Describe whether the district considered smart growth o educational facilities and the impact of suburban sprawl in developing construction. If possible, projects should encourage revitalization of consideration should be given to locating facilities in areas that are not or planned water, sewer, and other public infrastructure.
	Describe whether the plot of existing facilities, in coordination with local community resources, t	Planning Considerations anning committee considered statewide and local planning implications cluding the local comprehensive plan. Provide a description of any officials regarding site selection, possible consolidation, proximity to ransportation impact, storm water pollution prevention and site layout. renovating or demolishing a building, please advise the Rhode Islanding and Evaluation.
	Contact Information:	
	·	ffice of Strategic Planning and Evaluation
		Department of Administration
		ne Capitol Hill, 3rd Floor rovidence, RI 02908
)	oproval of Funding for Arc	nitectural Feasibility Study

#### 12. \_\_ Ap

Submit an agreement to fund an Architectural Feasibility Study signed by the school district authority or municipal authority. Include a proposed scope of work for the Feasibility Study. This is a prerequisite for review – applications that do not provide this form may not be reviewed.

#### 11. Operating Budget Analysis

Provide a preliminary overview of available or projected local funding. Submit analysis of the impact on the operating budget of the proposed project(s). Include savings and/or cost of additional maintenance, instructional and/or support staff, additional utility costs, transportation and potential additional revenue.

#### 13. Utility Incentives –

Districts are required to participate in energy efficiency and technical assistance programs that are available through applicable utility and government programs. In order to maximize the incentive, LEAs must work with the utility company from early in the planning process.

For renovations in existing buildings provide evidence of correspondence with Jerry Drummond (jerry.drummond@nationalgrid.com) at National Grid.

For new construction, provide evidence of correspondence with Kathy Arthur (Kathleen.Arthur@nationalgrid.com) at National Grid.

14. \_\_ Document how preliminary planning consultants' contract procurement satisfies applicable laws
Assurance that all contracts and subcontracts are in conformity with all applicable provisions of federal, state, and local law and regulations, including those related to minority hiring.
Additional information is available on the following website <a href="www.mbe.ri.gov">www.mbe.ri.gov</a>.

#### **End of STAGE I Checklist**

#### **STAGE I SBA REVIEW**

#### **REVIEW OPTIONS:**

**Approval:** The School Building Authority (SBA) approves the Application and schedules and conducts a conference with the School Building Committee and SBA at which questions about the Application may be asked and answered and the school construction regulations and feasibility study requirements are discussed. If a project is approved, a written timeline will be established for how the project will proceed.

**Further information needed:** The School Building Authority (SBA) returns the Application with requests to provide timely answers to questions, clarification of prescribed issues or request supplemental information. This step may also include a Plan Review where the concerns are addressed at the scheduled conference. LEAs proceeding beyond the Stage I application process, without SBA approval, are not in conformance with Necessity for Construction regulations.

**Disapproval:** The School Building Authority (SBA) returns the Application and notes the reasons for disapproval. The district may request a meeting with RIDE to review the Application and the decision.

### **APPENDICES**

#### **APPENDIX A: Project Priorities:**

All projects will be considered in accordance with the priorities outlined in Rhode Island General Laws 16-105.3:

**Priority 1.** Projects to replace or renovate a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.

#### Immediate Health and Safety

- Elimination of exposure to hazardous materials
- Improvement of Indoor Air Quality problems that threaten the health of students and staff

#### Code Compliance

- Repair to address a determination by a state or local building inspector of an impending school facility closure
- Modernization and/or renovation to come into compliance with Rhode Island State Building Code (RISBC) and all applicable codes, including but not limited to the fire, life/safety, electrical, and mechanical codes
- **Priority 2.** Projects needed to prevent loss of accreditation.
- **Priority 3.** Projects needed for the replacement, renovation or modernization of the HVAC system in any schoolhouse to increase energy conservation and decrease energy related costs in said schoolhouse.
- **Priority 4.** Projects needed to replace or add to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
- **Priority 5.** Projects needed to comply with mandatory instructional programs.

#### **APPENDIX B**

#### INITIAL COMPLIANCE CERTIFICATION

This Initial Compliance Certification ("ICC") must be completed by all Applicants, as defined by RIDE School Construction Regulation (SCR) 1.02, who intend to submit a Necessity of School Construction application to the Rhode Island School Building Authority (the "Authority"), as defined by to R.I.G.L. 16-105.2. The Authority will not consider a District, as defined by RIDE School Construction Regulation (SCR) 1.01, to be eligible for School Housing Aid or School Building Authority Capital Funding until after the District has properly submitted an ICC and received Council on Elementary and Secondary Education approval.

- 1. The District hereby acknowledges and agrees that in order to qualify for any funding from the Authority, the District must comply with R.I.G.L. 16-7-35 through 16-7-45 and RIDE SCR 1.00 et seq. which require the Authority's collaboration and approval at each step of the Necessity of School Construction approval process and further acknowledges and agrees that any actions taken, costs incurred or agreements entered into for the repair, renovation or construction of school facilities without the explicit prior written approval of the Authority shall not be eligible for state aid.
- 2. The District hereby certifies that it will study and consider all available options for remedying the deficiencies identified through the Necessity process, including, to the extent applicable, regionalization or tuition agreements with adjacent school districts, district assignment policies within the school district, rental or acquisition and any necessary rehabilitation or usage modification of any existing building which could be made available for school use.
- 3. The District hereby acknowledges and agrees that, before the Council on Elementary and Secondary Education can grant final approval of a Project, the District must submit documentation of community support, including City/Town Council and School Committee approvals, vote to authorize and appropriate the full amount of funding for the Proposed Project that is necessary to meet the total project budget, as agreed to by the Authority and as described in RIDE SCR 1.00.
- 4. The District hereby acknowledges and agrees that, in connection with a Proposed Project or an Approved Project, it shall use any standard forms (certifications, statements, affidavits, and agreements) established or developed by the Authority.
- 5. The District hereby acknowledges and agrees that it will notify RIDE in writing six months prior to the sale, lease, demolition or other removal from service of any school facility in the district's jurisdiction, or portion thereof. Where a building that has received school construction payments from RIDE for a building that has not remained in service for 50 years, RIDE may recapture at its discretion a portion of the State aid.
- 6. The District shall undertake a Feasibility Study to investigate potential options and solutions, including cost estimates, to the School's deficiencies and issues, as identified through the Necessity of School Construction process, or as otherwise determined by the Authority. The District hereby acknowledges

and agrees that, as part of a Feasibility Study where a new school option is among the options that may be studied, the District shall study potential sites for the Proposed Project and hereby acknowledges and agrees that it shall base its site selection for a Proposed or Approved Project on, among other things, cost and environmental factors, including an awareness of soil conditions and their probable effect on foundation and site development costs, transportation effects, dislocation of site occupants, and relationship to other community facilities in accordance with the School Construction Regulations.

- 7. The District hereby acknowledges and agrees that any Approved Project for the construction of a new facility, or for the addition to or renovation of an existing school facility, shall have a useful life of fifty (50) years as a public school in the District as required by RIDE SCR 1.00.
- 8. The District hereby acknowledges and agrees that it shall procure the necessary professionals to conduct any necessary assessments, design and engineer Approved Projects, and manage construction. The necessary professional must monitor compliance with the regulations through the design and construction process to ensure that all building systems are in compliance with regulations and are consistent with all plans, construction documents, and cost estimates as required by RIDE SCR 1.00.
- 9. The District hereby certifies that it has specifically read the provisions of RIDE School Construction Regulations 1.00 and certifies that it has met or will meet each of the requirements described therein and further acknowledges and agrees that the District's failure to comply with each requirement, as determined by the Authority, may be grounds for disapproval of the District's application.

District Name:
By signing this Initial Compliance Certification, I hereby certify that I have read and understand the terms of this Initial Compliance Certification and further certify on behalf of the Applicant that each of the above statements is true, complete and accurate.
By: Title: Superintendent of Schools Date:
By signing this Initial Compliance Certification, I hereby certify that I have read and understand the terms of this Initial Compliance Certification and further certify on behalf of the Applicant that each of the above statements is true, complete and accurate.
By: Title: Chair of the School Committee Date:

#### <u>APPENDIX C – School Building Committee Letter Template</u>

#### [PLEASE PRINT ON CITY, TOWN, OR DISTRICT LETTERHEAD]

Date

Joseph da Silva, Ph.D., NCARB, REFP School Construction Coordinator School Building Authority Rhode Island Department of Education 255 Westminster Street Providence, RI 02903

Dear Dr. da Silva:

In accordance with RIDE School Construction Regulations 1.00, attached for your review and approval is the membership of the School Building Committee for \_\_\_\_\_\_ School District located in the (City, Town or Regional School District).

The Committee was formed in accordance with the provisions of all applicable statutes, local charters, by-laws and agreements of the (City, Town or Regional School District). Committee Members include the following:

(Please provide name, title, address and phone number of each member, and indicate who the Chair of the School Building Committee is. Also, please indicate whether the member has voting power. Some categories may have more than one name. All members must be included.)

Designation  Committee Role –  Alignment w/ RIDE  1.08-1 (2)	Name	Background	Voting Member
Superintendent of Schools			
Member of School Committee			
Local official responsible for building maintenance			
Representative of the office or body authorized by law to construct school buildings in the municipality			
School principal			
Member who has knowledge of the educational mission and function of the facility			
Local budget official or member of the local finance committee			
Member of the community with architectural, engineering and/or construction experience			

After approval of this committee by the Authority, the (City, Town or Regional School District) will notify the Authority in writing within 20 calendar days of any changes to the membership or the duties of said committee.
Sincerely,
Authorized Signature for the District, City, or Town

#### **APPENDIX D - SCHOOL SITING CONSIDERATIONS**

## RIDE 1.05: SITE STANDARDS 1.05-1 Site Ownership

The applicant shall own the site of an Approved Project or be in the process of acquiring or have a reasonable expectation of owning the site by the end of the Architectural Feasibility Study (refer to Section 1.08-2). If the applicant is acquiring a new parcel of land for the project, the applicant shall provide in its Architectural Feasibility Study to RIDE a completed, signed, and sealed description of the plot plan of the land to be acquired showing:

- Topographical and contour lines
- Adjacent properties indicating current land uses, access roads, deed restrictions, easements, protective covenants, right of ways, and environmentally sensitive areas such as waterways and wetlands.
- The acreage and dimensions of the tract proposed for acquisition
- Anticipated footprint of the proposed school

#### 1.05-2 Responsible School Site Selection

Protecting student health is the most important issue during site selection. These requirements are intended to eliminate sites containing pollutants known to be hazardous to student and staff health. A variety of factors, from hazardous materials in the soil to airborne pollutants from nearby sources, will be considered in the site review process.

- 1. Project sites must be at sufficient distances from facilities that might reasonably be anticipated to emit hazardous air emissions or to handle hazardous or acutely hazardous materials, substances, or waste. Applicants must demonstrate that the health and safety of students and staff are not jeopardized by the location of the site.
- 2. Project sites must have a minimum separation of 500 feet from 50-133kV power-lines, 750 feet from 220-230kV power-lines, and 1,500 feet from 500-550kV power-lines; and 1,500 feet from railroad tracks, hazardous pipelines, and major highways.
- 3. Project sites may not be located in an area with moderate or high radon potential, or in an EPA radon zone, unless the school building project plan incorporates a radon mitigation strategy.
- 4. Sites shall be free from noxious pollution or contamination, and shall be selected to avoid flood plain, wetlands or other environmentally sensitive areas. A new school site must not be located within a one-mile radius of an active landfill. A landfill, as defined by the RI Department of Environmental Management's Hazardous Waste regulations, shall mean a disposal facility or part of a facility where hazardous waste is placed in or on land and which is not a land treatment facility, a surface impoundment, an injection well, a waste pile, or a corrective action management unit.

## NORTHEAST COLLABORATIVE FOR HIGH PERFORMANCE SCHOOLS (NECHPS) PROTOCOL SS 1.0 Site Selection

State and federal laws and regulations for school siting and environmental impact studies were created to prevent schools from being constructed on sites containing pollutants known to be hazardous to student and staff health. A variety of factors, from hazardous materials in the soil to airborne pollutants from nearby sources are included in the site review process. At existing facilities, an assessment should be undertaken to determine the environmental and health problems with the facilities prior to renovations.

#### **New Schools Requirements.**

Complete a Phase I (and Phase II if necessary based on Phase I assessment) Environmental Site Assessment in accordance with ASTM E1527-05. This must include:

- Identification of facilities within ¼ mile that might reasonably be anticipated to emit hazardous air emissions, or handle hazardous or acutely hazardous material, substances or waste. A determination shall be made (following ASTM 1527-05) that such facilities will not adversely affect the health of students, staff or teachers.
- A risk assessment and implementation of appropriate mitigation measures, or the establishment of appropriate "buffer zones", to ensure that the proposed school site would not expose school occupants to significant health or safety risks from rail lines, hazardous material pipelines, high power transmission lines, toxic air emissions from stationary sources, or other sources of pollution including those identified under ASTM 1527-05.
- Written findings verifying that the site is not currently or formerly a hazardous, acutely hazardous substance release, or solid waste disposal site or, if so, that the wastes have been removed in a manner that meets the referenced standard. Also, the written findings must state that the site does not contain pipelines, which carry hazardous wastes or substances other than a natural gas supply line to the school or neighborhood. If hazardous air emissions are identified, the written findings must state that the health risks do not, and will not, constitute an actual or potential danger of public health of students or staff. If corrective measures of chronic or accidental hazardous air emissions are required under an existing order by another jurisdiction, the governing board shall make a finding that the emissions have been mitigated prior to occupancy of the school.
- Identification of train tracks, freeways or traffic corridors within 500 feet of the site and analyses that neither short-term nor long-term exposure to air pollutants poses significant health risks to students.
- Site the school with at least the following distances from the edge of respective power easements above ground; 100 feet for 50-133 kV lines, 150 feet for 220-230 kV lines, and 350 feet for 500-550 kV lines.
- The site shall be self-draining, including detention ponds or other engineered systems (lakes) to control and direct water, and free from depressions in which water may stand and be allowed to stagnate. The site shall be kept free from refuse, weed overgrowth, and other hazards. Livestock or poultry shall be located more than fifty (50) feet from food service areas, offices, or classrooms except those offices and classrooms associated with animal husbandry activities.
- The site shall not be located near an above-ground water or fuel storage tank or within 1500 feet of
  the easement of an above ground or underground pipeline that can pose a safety hazard as
  determined by a risk analysis study, conducted by a competent professional, which may include
  certification from a local public utility commission.
- If the site is located in an agricultural area, identify drift problems throughout the year from highly toxic and volatile pesticides. Pesticides under concern are listed as "Restricted Use Products" by the US

- EPA. If highly toxic and volatile pesticides are identified and not mitigated, the school will not meet this prerequisite.
- If the school drinking water source is an on-site private well, the well water must be tested by the local health department or authority having jurisdiction to ensure the water is free of harmful contaminants prior to occupancy. The local jurisdiction may require further testing during occupancy.

#### **Major Renovations Requirements.**

- All Major Renovations must identify facilities within ¼ mile, which might reasonably be anticipated to
  emit hazardous air emissions, or handle hazardous or acutely hazardous material, substances or waste.
  A determination shall be made (following ASTM 1527-05) that such facilities will not adversely affect
  the health of students, staff or teachers.
- Refer to U.S. EPA's School Siting Guidelines for additional guidance on identification of nearby facilities that may impact the school site, conducting Phase I and Phase II site assessments, evaluating potential impacts from nearby sources of air pollution and integrating public involvement into the school siting process
- Renovation projects shall complete the latest version of the FIT (Facility Inspection Tool) developed by the California Office of Public School Construction (OPSC).
- Renovation projects shall complete the Environmental Review Process as they apply to existing schools, as outlined in School Siting Guidelines published by the US EPA, Chapters 3 through 6.

Additionally, the NECHPS protocol has several credits relating to site selection and design, including: Environmentally Sensitive Land / Preserve Greenspace & Parklands; Minimize Site Disturbance; Construction Site Runoff Control / Sedimentation; Post Construction Stormwater Management; Central Location; Located Near Public Transportation; Joint-Use of Facilities; Human Powered Transportation; Reduce Heat Islands – Landscaping / Sites; Reduce Heat Islands – Cool Roofs / Green Walls; Avoid Light Pollution and Unnecessary Lighting; School Gardens; Use Locally Native Plants for Landscape; and Site and Building Best Practice.

#### **APPENDIX E - SAMPLE SCHOOL CAPACITY CALCULATION GUIDELINES**

#### **Elementary School Capacity:**

- Average class size 24\*
- Average special education class size 10
- 100% Utilization
- Uncounted Spaces
  - 1. Art
  - 2. Computer Lab
  - 3. Health
  - 4. Gym
  - 5. Fitness
  - 6. Special education tutorial & resource

#### **Middle School Capacity:**

- Average class size 24\*
- Average special education class size 10
- 85% Utilization

#### **High School Capacity:**

- Average class size 25\*
- Average special education class size 10
- 85% Utilization

#### **Capacity Example Table:**

Schools	Enroll-FY	Capacity	<b>Capacity Difference</b>
Totals			

<sup>\*-</sup> Denotes maximum.